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ABSTRACT

This document is the final report of the San Jose Teachers Association "Teacher Involvement Project," designed to improve school capacity for problem solving through teacher involvement in the decision-making process. The report concerns the management, the program, and the activities of the third year of the program, and is divided into seven sections. Section one investigates the role of the principal investigator/consortium and describes the evolution of the role from a single individual investigator into a consortium of teacher practitioners, as well as consortium processes and functions. Section two discusses project outcomes, i.e., mini-grants, workshops, school outcomes, and consortium development. Section three examines maintenance (continuance) of the program after the end of government funding. Section four examines project information dissemination efforts. Section five examines the possibilities of program replication in other school districts. Section six presents general program observations and recommendations. Section seven presents a glossary of terms used in the report. Eight appendices are included, detailing teacher involvement assumptions, recommendations drawn from project teacher interviews during the second year of the program, project staff membership, organizational charts, and other materials. (MJB)

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Final Report

submitted to:

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THE SAN JOSE TEACHER INVOLVEMENT PROJECT

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INTRODUCTION

There is much discussion about decentralized decision making and participatory management within the educational community. However, there is little or no training provided for teachers which enables them to become participants in the design and implementation of a formalized decision making process.

The current educational literature clearly indicates that teachers must be involved in the decisions which are critical to the instructional program in their classrooms in order to more effectively meet the needs of their students. The present system, by its design, provides no opportunity for teachers to have input into decision making.

Throughout the literature, there appears to be general agreement, that teachers should be involved in the decision making process. Research substantiates that teachers have not been provided with a viable means for becoming effectively involved in the decision making process..., "instructional advocacy, compared to rights and economics, has a major in rhetoric and minor in implementation because how-to-do-it techniques are in short supply."[1]

Perceiving this need the National Institute of Education (NIE) began to focus on strategies for problem solving. "Over the past decade and a half, the federal government has spent billions of dollars on research and development on the country's pressing educational problems...We are a 'can-do,' 'quick-fix society'...The activity we support is different in kind...because it focuses on the manner in which schools and districts go about solving their problems."[2] With this perspective, NIE in 1974 issued a request for proposals relative to School Capacity for Problem Solving.

The professional staff of the California Teachers Association (CTA), Instruction and Professional Development (IPD) responded to this request with a proposal based upon some previous experience in California.[3,4]

During the past three years the various individuals responsible for the program development and management of the San Jose Teacher Involvement Project (TIP) have taken the original model,[3,4] revised the methods, and assisted local school staffs with its implementation.

Teachers involved in the management of this project felt that from the beginning it represented an excellent opportunity to demonstrate that given the necessary skills, teachers would accept the authority and responsibility of decision making. With a practical model teachers would no longer discuss decision making; they would become active decision makers.[3,4] The focus of this report is to examine the activities of the third year of the project.

As the program evolved over the three year period, the basic assumptions, theoretical framework,[3,4] and the model remained constant. During the second and third year the training programs were revised and modified in order to meet the expressed needs of the teacher participants. The purpose of this document is to report on the management, the program, and the activities of the third year.

PRINCIPAL INVESTIGATOR/CONSORTIUM

Evolution of Principal Investigator Role

At the inception of the project, the managerial functions of the grant were performed by a principal investigator, a fiscal officer, and an administrative assistant. The teacher consultants concerned themselves primarily with program content and strategies for implementation of the project within the district.

During the second year, the teacher consultants began to move from a primary focus of program content and strategies to that of assuming the total grant management. Two of the teacher consultants were released from their classrooms to function as the program and project coordinators. Four teacher consultants, a fiscal officer, and project assistant provided support to the principal investigator and coordinators.

In the third year, after receiving NIE's approval of the Consortium concept, the teacher consultant/coordinators formed a Consortium which became the principal investigator.

One of the interesting aspects of this project has been the evolution of the role of the principal investigator. During the second year, the principal investigator continued to direct the program. The coordinators determined the role of the teacher consultants in the workshops. However, this organizational structure created a high level of frustration for everyone involved.

The coordinators/teacher consultants realized after numerous discussions that the internal management of the project used a hierarchical model. This was not consistent with the collaborative model upon which local school problem solving was based. Using the collaborative model and the work style developed by the coordinators/teacher consultants, a workshop was designed, developed and produced successfully. Additional workshops during the second year were developed in the same manner.

Given the success of the work style evolved during the second year, it was concluded that the next logical step was to expand the leadership. It was felt that it would be desirable to create a configuration somewhat similar to that

of a permanent maintenance structure. At the same time the structure had to satisfy the legal requirements of a principal investigator under federal guidelines. The coordinators and the teacher consultants discussed this concept at some length. After consideration of all the factors involved, the two coordinators and the four teacher consultants agreed to form a Consortium which would act as the principal investigator during the third year. This decision required a personal commitment by all six to the project goals, objectives and anticipated outcomes. This commitment involved not only a firm belief in the validity and value of the concept of teacher involvement, but it also meant the arrangement of personal schedules to meet the future demands of the project.

In addition to the administrative functions required by the federal government, the Consortium proposed that they serve as a pilot for the future maintenance structure for local teacher involvement. In order to duplicate as closely as possible the conditions by which this maintenance structure would operate, all the Consortium members needed to be full time classroom teachers with representation from elementary and secondary schools. Such a composition proved to be beneficial because it provided input from various perspectives and teaching situations.

At the end of the second year, a proposal embodying the above concept was written, approved by the Policy Committee and Board of Directors of the San Jose Teachers Association (SJTA), and sent to NIE for approval.

Consortium Process

Necessity dictated that the Consortium had to evolve a system for fulfilling both the managerial and programmatic responsibilities of the grant. This section addresses itself to the process used with appropriate examples.

Reference was made in the introduction of this report to the fact that the original model for the development of teacher involvement has remained constant during all three years of the project. During the first year the content and structure of the workshop was determined by the principal investigator with considerable input from the teacher consultants. The first three workshops for new schools during the second year were essentially replications of those conducted the first year. The other workshops held during the second year needed to be substantially different from those of the first year. These changes were

based upon participant feedback, teacher consultant observations, and the Stanford Research Institute (SRI) findings.[5]

The contents of the workshops during the third year were specifically designed to meet the needs of the participants. The teacher consultants reviewed Phase I,[3] II[4] reports, and SRI findings.[5,6] They perceived a need to design an orientation workshop to review project activities of the past years. The third year orientation workshop was designed to encourage the workshop participants to define specific areas and ways in which the project staff could best serve their needs. One of the areas identified was a need for "mini-workshops" which would focus on the following topics: orientation of new staff members and management skills for chairpersons.

An example of the process utilized by the Consortium to design, develop, and implement workshops will be illustrated by the third workshop held this year. The Consortium's first step in the design of a workshop was to brainstorm all possible alternatives for the workshop objectives. Based on previous experience the Consortium members elected to revise the content and materials of one of the workshops held during the first and the second year. The revisions were dictated by two factors: a) the needs of the participants were different from those of the previous years, and b) while the previous workshops had been successful, they involved the use of participants in role playing situations. The role playing participants indicated that they did not feel comfortable in this situation. The decision was made that role playing was still the most effective strategy for the purpose of this workshop. The Consortium agreed to be the role players. The next step was to produce the necessary workshop materials and write a complete scenario for the role playing portions of the workshop.

The workshop objectives were refined and stated as:

1) to explore the basic components of a problem processing system; and,
2) to critique problem processing systems developed at the school site.

With the objectives clearly stated, possible outcomes were discussed. The Consortium decided that the workshop should present participants with simulated situations which could happen to individuals serving as faculty council members. The problem areas selected were:

1) unscheduled mandatory faculty meeting attendance;
2) lack of support within their constituency for a decision made by the council;
3) unclear request for information from outside the school; and,
4) scheduling of in-service for the next academic year.

The Consortium used each of the four situations as the basis for a scenario. The process used to develop the workshop materials will be illustrated by the following example.

Each Consortium member related examples pertinent to the situation of "establishing an in-service schedule for the next academic year." A listing of the common elements in these examples provided the Consortium with the beginning of an outline for the script of the scenario. They then discussed the feasibility of this situation arising in junior high or elementary schools. The circumstances and background information were based upon the choice of an elementary open-space school with a functioning governance structure. The teachers and principal in this school had a good working relationship. Based on this background information the Consortium used their list of common elements to determine actual dialogue and the specific scenes needed for the role playing scenario. The dialogue was written, revised, and finalized.

Once completed, the Consortium focused its attention on what should be included in the discussion guide. Tentative questions and topics were proposed. Each was brainstormed for feasibility and outcomes. The brainstorming narrowed the possible choices until consensus was reached on which questions were to be used. This process was repeated for all the situational scenarios. At this point the workshop objectives and possible outcomes were again discussed. The question of whether the materials achieved the desired end was considered. Based upon their previous workshop experiences, the Consortium made final revisions. In addition to the role playing, it was felt that some discussion of the TIP model was necessary. The Consortium chose to use "The Tree" (See Appendix F) as a visual representation for that discussion.

The next task the Consortium undertook was to examine the informational content flow of the workshop. The logical and practical place to begin the agenda was discussed until consensus was reached on the specific order. A

rough draft of the agenda was developed. Specific tasks from the agenda were assigned to each Consortium member. The project assistant coordinated the logistics of obtaining a workshop site and the printing of all required materials. At two subsequent meetings the Consortium had "dress rehearsals" to smooth out the timing, flow, and role playing techniques. They also discussed possible problem areas.

After the workshop the Consortium critiqued the effectiveness of the program. They focused on timing problems, possible participant confusion, and content relevancy. Involved in the critiquing of the workshop were objective observers from SRI, Documentation and Technical Assistance (DTA), and CTA. The practice of getting outside opinions about the effectiveness of the workshops was standard procedure.

Consortium Functions

The fiscal management of the grant began with the development of a budget within NIE guidelines. The budget represented the projected programmatic needs for Phase III[4] and was arrived at by unanimous approval of the Consortium.

The Consortium designed a process for approval and crosschecking of all expenditures of monies. One person approved the requisitions, and two authorized signatures were required on every check. Each month the entire staff received financial statements.

The selection and employment of a project assistant was by consensus of the Consortium. Periodic performance reviews determined salary adjustments.

The programmatic aspects were determined by the Consortium, based upon the needs of the participants. Given such needs, the Consortium scheduled workshops, developed materials, and planned any other necessary activities. Another important aspect of the programmatic function was scheduling, meeting with, and following through on individual school requests for assistance. This assistance ranged from "mini-workshops" involving all Consortium members to one or two (preferably two) members meeting with a school faculty or faculty committee to discuss specific concerns.

A communication system was designed by the Consortium which provided for coordination of all internal and external contacts by the project assistant. The project assistant was the communication liaison, who relayed messages, information between and among Consortium members, school leaders, and others involved with or interested in the project. The project assistant became the critical link in the system. The communication system was effective as long as the Consortium used the processes they had established. On the occasions when the system was not used by all members communication broke down.

PROJECT OUTCOMES

Mini-Grants

During the second year of the San Jose Teacher Involvement Project a mini-grant concept was developed by the principal investigator for Phase I[3] and II.[4] The purpose of the mini-grant concept was:

1) to encourage the processing of problems through local governance structures,
2) to continue and extend teacher involvement by providing a means by which teachers could use their professional judgement to influence and improve the instructional programs for students; and,
3) to provide funds for implementation of programs designed and managed by teachers to solve the problems identified through the governance structure.

The project staff[4] was extremely enthusiastic about the mini-grant concept. They had internalized the concept and anticipated instant participation by the teachers. The guidelines for obtaining funds for the mini-grants were streamlined so that teachers would not be burdened with excessive paperwork or feel that too many strings were attached to the dollars.

Criteria for funding mini-grants was based on NIE guidelines and TIP goals and objectives. The procedures for application and the process for funding was developed by the principal investigator. Subsequently the Policy Committee approved the concept and the process for obtaining mini-grants. (See Appendix G)

The high level of participation during the first year of the mini-grant program that the project staff[4] had anticipated did not materialize in year one of the mini-grant program. In fact, there were only four applications for mini-grants that year, three of which were approved.

In analyzing the lack of widespread participation in the mini-grant program the project staff came to the conclusion that the major reason teachers were reluctant to participate was that they lacked a good understanding of what the grant program represented. This was further substantiated by SRI findings.[6] It appeared that few teachers realized how much was available to them for so little effort on their part. Perhaps a second reason for the relatively low

use of the mini-grant concept potential was that many staffs felt they lacked the skills needed to write a program application for federal funding.

From the inception of the mini-grant concept, the project staff expressed a willingness to help local school staffs with technical writing, paperwork processing, and any other support service necessary to implement the mini-grant program. Three of the four mini-grant applicants requested support services. One of the applications received for a mini-grant came from a school where a teacher consultant/staff member alleviated the staff's fear that this process was long, tedious and cumbersome. Through her efforts and reassurance an application was submitted.

The above mentioned school was the first to receive a mini-grant. This was a junior high school which was moving into a new open space facility and expressed a need to evaluate its scheduling program. The school requested a mini-grant to hire a consultant to analyze their present schedule and give them scheduling alternatives. Recommendations were made for an earlier starting time, a single lunch period, an activity bus, smaller English classes, common prep time for English teachers, and reorganization of the homeroom schedule. The staff voted to accept all the recommendations of the consultant, which were then incorporated into the scheduling program for school year 1976-77. The staff reconsidered the scheduling program in April of 1977 and voted to continue it.

The Policy Committee did not approve a request from another junior high school. This school was concerned about staff communications since it is departmentalized. The teacher leaders felt the development and furnishing of a comfortable, central faculty room would improve communication. Since the mini-grant concept was to improve the instructional program, the Policy Committee suggested that the staff re-submit their proposal with an emphasis on a resource center for teachers. A revised proposal was not submitted. The Policy Committee was concerned that the rejection of one mini-grant proposal might discourage future requests. This did not occur.

Another school which applied for and received funds was an elementary school. The staff expressed a strong need to obtain release time to develop

multi-cultural/multi-lingual materials necessary for the implementation of their 76-77 curriculum. This curriculum included three major languages and cultures: Portuguese, Spanish, and English. The staff saw the mini-grant as an opportunity to supplement special funding (i.e., Title I, SB90, already available for releasing some staff members.) to allow the rest of the staff to participate in the group processes and curriculum development necessary for program implementation in their open-space, pod school. The teacher-principal evaluation of the mini-grant outcomes clearly indicated that not only was extensive curriculum development achieved, but the anticipated improvement of staff interaction occurred as a result of the group processes used during the curriculum writing sessions.

A second elementary school wanted to open their lines of communication. They applied for a mini-grant to provide training for teachers and instructional aides in communication skills, value clarification, classroom management and decision making in a group process. The expected results were that teachers would implement these skills in their classrooms to enhance student growth, student-teacher relationships and teacher effectiveness. Twelve teachers participated in an all day in-service program at which they were introduced to the TRIBES method of communication and classroom management. Part of the program for the day included role playing and implementing the newly introduced TRIBES strategies. The teachers who participated in the training then went back to their classrooms and implemented as much of the program as each individual teacher felt comfortable with. In addition to the training received each teacher who participated was given a complete set of written materials to help with the implementation and further development of skills within the classroom. An evaluation made by the teachers showed that most participants used some of the strategies learned and that communication with students showed some positive gains. Teachers pointed out in evaluating the program that while they didn't implement all strategies of TRIBES they were able to compare it with many other systems and use parts that were most effective for them and compatible with their individual personality and work style.

In the second year of the mini-grant program the Consortium actively solicited applications. This was done through a planned workshop in which all schools participating in TIP, sent representatives to learn more about the

"what, how, and why" of the mini-grant concept. Many personal contacts were made to encourage and stimulate action in the local schools to take advantage of this potential. These efforts resulted in increased participation. Six mini-grants were funded during the second year of the mini-grant program.

Two schools of diverse natures (i.e. geographical location, size, ethnic, and economic levels and building and program structure) discovered that each could help the other fulfill their perceived needs. School A had developed a student handbook but wanted to establish a discipline policy. School B had developed a discipline policy but needed a student handbook. A joint application was submitted to allow representatives from both staffs to meet and share their respective needs and their respective solutions. The mini-grant was approved. The results of the meetings were that School A developed its own discipline policy with input from community, students, and teachers. School B developed and submitted to the staff a student handbook. Both groups found that the task was completed in a minimum of time, with a maximum of success due to the sharing of experiences and materials. Notwithstanding the diversity of the ethnic background of the students and building/program structures, these teachers were able to share techniques and strategies to develop solutions to their individual school problems.

One elementary school had a concern with their record keeping procedure and requested a mini-grant to hire a consultant to review their procedure and recommend revisions. They anticipated the development of a more efficient record keeping system. This project will not be completed until the fall of 1977.

A school which had previously received a mini-grant applied for a second one in 1976-77. These teachers realized that this would give them the opportunity to make some needed revisions in parts of their multi-cultural/multilingual curriculum. This proposal placed special emphasis on orienting new staff members (for school year '77-'78) to their program as well as continuing the development of improved communication and trust levels among the staff. The release time to meet the objectives of this grant will be used in the fall of '77 so that new staff will be able to participate. Also any shifts in ethnic make-up of the student population can then be considered during the curriculum revision activities.

The junior high school which had its first mini-grant application refused applied for a second one to provide funds for special instructional materials. The objective of this program was to provide motivation for behavior modification as demonstrated by increased classroom attendance and acceptable classroom conduct of the selected students. The teachers who supervised the program believed that by monitoring each student's classroom behavior and providing rewards there would be noticeable improvement in these areas. During the '76-'77 school year 25% of the selected students were successful. The program will continue next year.

One of the schools which applied for and received two mini-grants during 1976-77 was an inner-city elementary school. The staff expressed a need to develop and implement learning centers for the library media center. Three teachers were released from their classroom for two days to produce four centers. Recommendations were made by all staff members regarding the kinds of centers and activities which would be most interesting and motivating for the students. The results of the mini-grant went beyond expectations. The time afforded, for exchange of ideas, the sharing between teachers of goals and knowledge in various areas of curriculum greatly enhanced the involvement and staff interaction. The centers were produced and in-service for the staff has been scheduled for September 1977, with student use of the centers to begin at that time.

This school's second mini-grant was used to hire a consultant to explore with parents and teachers the positive correlation between a good foundation in perceptual motor development and basic academic learning skills. A perceptual motor program was developed for the primary grades. This program provided for teacher input regarding entry level assessment, scheduling for class participation, and assessment of teacher need. A second component of the mini-grant was to provide teacher release time to develop and implement a four week pilot program for grades K-3. Teacher evaluation indicated enthusiastic support for the program. Increased mastery of skills and improved self-image were noted in the children. A year long program will be implemented in the fall of '77. Teachers reported that they had benefited and some would be willing to return in August on volunteer time to attend more training sessions. These sessions will better equip teachers to use the new program. The mini-grant money provided recognition

of the need and support for the time and energy necessary for curriculum development. As a direct result of this "seed" money a total of more that 100 teacher volunteer hours have been invested in this program to benefit students. Due to the enthusiasm generated by the teachers, parents became involved in the program and also supported its goals and objectives. Parents have invested over 350 volunteer hours in this program. Many of the parents will be returning in August to attend a workshop with the teachers and will be volunteering their time in the fall to help implement the program.

The major objectives in the design of the mini-grant program were to provide an incentive to: use the local governance structure; extend the involvement of teachers through the use of the mini-grant; and, provide a way to fund programs that were designed, developed, implemented and evaluated by teachers without restrictive guidelines. It was the perception of the Consortium, and substantiated by the evaluation of those individuals involved in the mini-grant program, that given the responsibility for spending funds, teachers used their decision making process and their professional judgement to improve the educational experiences for children.

Workshops

The reaction of the participants in the project has brought about significant changes in the program. These reactions have been observed by the project staff and documented by the SRI findings.[5,6] These observations and findings were incorporated into the development of materials for subsequent workshops. The first year's workshops focused on strategies for motivating and involving teachers in decision making. These workshops were highly structured and the participants were given definite timelines for the implementation of the activities demonstrated. Participants practiced every activity so that they could duplicate them in their own building.

The project staff urged teachers to involve their principal in the development of the local governance structure. This was recommended but not required of participants in the project. Some schools chose to exclude their principal during the developmental stages of their governance structure. This exclusion resulted in some misunderstandings. Some principals perceived teacher involvement in decision making as a direct threat to their authority. Some groups of teachers

felt so threatened by their view of the principal's authority that they didn't feel comfortable speaking out in faculty meetings.

In their haste to meet the timelines, some school staff compounded these misunderstandings by essentially copying a sample constitution without taking into consideration their local school needs and structures. Additionally, it became clear to the project staff that there were sections of the sample constitution which elicited adverse reactions from the administration regarding the parameters of teacher involvement in decision making. In order to deal with these differences the project staff and the district superintendent discussed several alternatives which could be used to resolve the problems. The choice was for the superintendent to convene a meeting of all project school principals and project policy committee teacher representatives in order to reopen or establish the channels of communication within each local school. The superintendent also reiterated, for those present, his support of the project's philosophy. Following this meeting, the project staff continued to work with the superintendent on individual school problems.

During the second year it became obvious to the project staff that because of the variety of needs expressed by the participating schools it was necessary to re-design the structure of the workshops. This re-design was based upon factors such as: some schools were new to the project; some schools requested that they repeat the process; and some schools desired to continue because their constitutions were ready to be used. These revisions were based upon SRI[5] findings, participant reaction and the project staff experience. Initially, the project staff replicated the first and second workshops presented during the first year to new project participants. The number of participants in these workshops, however, was not sufficient to provide effective interaction and exchange during discussions. It became apparent that a new strategy had to be developed. The project staff therefore evolved three workshops which were based on the utilization of problem solving techniques to resolve the problems faced by any of the participating schools regardless of their stage of development.

Discussion guides were designed to facilitate the interchange of information between schools. Interaction between new and experienced participants became

a method for involving teachers in the implementation of the TIP model. The participants, from the first year, became leaders in generating enthusiasm among new participants during the second year. Further, the experienced participants began to realize how much they had actually accomplished during the first year. Another result of this process of interchange was the realization on the part of the participants that the school council must record and document decisions. This documentation through minutes provided an accurate record of all decisions processed by the school council, and was used by the school to clarify the staff perceptions of decisions.

Most of the third year participants had previous workshop experiences and/or were involved in the use of a self-governance structure in their school. Further revisions were necessary in the workshop materials to meet the expressed needs of the participants. The project staff designed agenda which focused on specific requests and were flexible enough to provide time for individual school tasks. These tasks included reorganization of constituencies; evaluation of their problem processing system; feedback on SRI[5,6] findings for their schools; application for mini-grants; and time for interaction between schools. In addition the project staff created "mini-workshops" to meet the needs of special groups, (i.e., chairperson, new faculty member orientations, and mini-grant procedures).

It is interesting to note that the workshops of the third year were substantially different in content and format. The Consortium perceived the following as the major outcomes of the workshops: twelve schools are using their governance structures; administrators are more involved in the use of the process; fewer specific school problems requiring the intervention of the superintendent have come to the attention of the project staff; more mini-grant applications have been received; and an increased interaction between teachers and administrators participating in the project has been observed.

School Outcomes

The most significant outcome of TIP is the effect the project has had at school level. It is the contention of the Consortium that this effect reflects the philosophy initiated by the project three years ago. To date, nineteen schools participated in the project to varying degrees. Twelve of these schools

addressed themselves to a wide variety of issues relating to the instructional program. Teachers became involved and accepted the responsibility for the decisions made. The essence of involvement is people. A process is ineffective unless used. People make the process work.

Consortium

As indicated in an earlier section of this report, the role of the principal investigator evolved over the three year period of the grant. This evolution took place because in the original proposal there was provision for moving control of the project from an external to a local agency. As would be expected, such a transition generated some problems. There were misunderstandings regarding the roles and/or commensurate authority among the staff. It eventually became clear that the final authority must reside within the principal investigator. Once that was clarified, the management responsibilities were dealt with more effectively.

Another problem encountered in the implementation of this grant involved conflict within the Consortium. The focus of the conflict centered not around authority/control or lack of commitment to the project concept, as one might suppose, but rather it occurred because of:

- varied levels of experience and sophistication in the use of group communication skills which the Consortium members brought with them to the project;
- assumptions or perceptions one or more members had of their responsibilities;
- the diverse personalities and work styles of individual members; and,
- personal commitments related to their teaching responsibilities and families.

Solving this problem began with the articulation and ownership of the problem by all the members.

In retrospect the Consortium realized that the process they used to resolve conflict was based upon the collaborative model of the project, but at the time the solutions evolved, that was not clear. In actuality what

developed and are using a self-governance process. Critical to the process was the ratification of a mutually agreed upon written document. The Consortium considered the following to be critical elements in a successful self-governance structure:

1) a means of making decisions;
2) a way to resolve disagreements;
3) the identification of constituency groups;
4) the assessment of school needs;
5) the setting of school priorities;
6) the provision for effective communication; and,
7) a procedure to amend the written document.

In working with the schools which developed self-governance structures, the Consortium observed that a key factor to success was the systematic use of the process established.

The self-governance structures established were used by the teachers and administrators to process issues critical to the instructional and program facilities management of the building. Examples of the issues processed were:

- improve staff communication
- discipline policy
- parent/student handbook
- media center procedures
- supervisory duties (i.e., playground, extra-curricular activities)
- in-service scheduling and programming
- resolving staff conflict
- extensive curriculum development to meet special needs (i.e., learning centers, perceptual motor program, multi-cultural and multi-lingual programs)
- grading policy (i.e., standards for report cards, promotion, and graduation)
- school scheduling (i.e., room and grade level assignments, class size, class grouping and regrouping, pod and team planning)
- community (i.e., volunteer and paid paraprofessional aides)
- staff selection (i.e., teacher, administrator, support services)

One of the interesting things observed by the Consortium is that teachers

happened was that the Consortium did the following:

- assessed their needs;
- established priorities;
- brainstormed strategies to meet their prioritized needs;
- reached consensus;
- evolved a plan for group trust building; and,
- provided time for individual members to interact and react to one another's work style and communication style.

Time was set aside by the Consortium to develop a work style and build trust within the group. This activity ultimately proved to be a crucial element in successful implementation of the Consortium concept of managing the grant.

Management of the grant, production of materials, workshop implementation, and fiscal responsibility would have been difficult if the Consortium had not done extensive work on trust building and the development of a group work style.

MAINTENANCE

One of the most important outcomes anticipated by the Consortium is the continuation of self-governance structures within the local buildings. The first step to ensure the continuation of self-governance was the negotiation of a provision in the SJUSD contract which states:

> "Each school faculty may elect a faculty advisory council. The faculty may develop its own constitution, by-laws, and/or standing rules by which they will operate. Such a council should foster mutual communication and mutual effort aimed at enhancing the common good of the school." (SJUSD Contract Article #19700)

Obviously the above allows for the continuation and/or expansion of self-governance structures in the district. However, permissive continuation seemed to be too laissez faire in view of the Consortium's deep commitment to the teacher decision making concept. Therefore, the Consortium looked into the present project governing structures as well as the association's governance and committee structures to determine what mechanisms might be viable for "institutionalizing" the project's concept. This effort resulted in the following by-laws amendment to the SJTA constitution:

> Teacher Involvement/Decision Making Committee (TIC)
>
> The TIC shall be responsible for the monitoring and development of local school teacher decision making governance structures. The Committee shall be appointed by the President with the consent of the Board.
>
> a. The TIC shall be composed of seven (7) members: The Chairperson, appointed by the President; two (2) members selected from schools with established governance structures; two (2) members selected from schools without established governance structures; and two (2) members selected at large.
>
> b. The TIC shall:
>
> 1. Provide recommendations to the Board of Directors with regard to short-term and long-range goals for teacher involvement in local school decision making.
> 2. Respond to teacher requests to assist in the establishment of a governance structure at local school sites.
> 3. Respond to teacher requests to assist in the revision and/or modification of established governance structures.
> 4. Establish sub-committees, as deemed appropriate.
> 5. The Chairperson of TIC shall convene Teacher Involvement Policy Committee to discuss goals, problems, and future direction of teacher involvement in SJUSD.
> 6. The Policy Committee shall be made up of one representative from each school with a governance structure.
>
> a) The SJTA President shall be a member.
>
> b) The Chairperson shall be elected by the Policy Committee.
>
> (SJTA By-Laws Article VII-Duties of Standing Committees Section 7)

The TIC and Policy Committee will be able to monitor progress and assist teachers in maintaining or developing self-governance structures. Another activity of these groups, under the terms of the present contract, will be to explore with the district some alternate methods of monitoring and promoting the ideals discussed in this report (e.g. joint district-association "Policy Committee", the use of the district in-service budget to allocate funds for "mini-grants").

In order to more effectively document the outcomes of TIP the project provided for a fourth year of SRI evaluation. This evaluation is expected to measure the growth and change in teachers involvement and the maintenance of self-governance structures by participating schools.

DISSEMINATION

TIP Sheet

The project newsletter referred to as the TIP Sheet, was distributed throughout the district to all certificated employees. There was also limited distribution to interested persons outside the district (e.g. congressmen, state department of education). The TIP Sheet was used to describe a variety of project activities. Special emphasis was placed on workshops, mini-grants (announcement, selection, and progress) and SRI findings.

Brochure and Descriptor

The brochure was to reflect the purpose of the project and the basic assumptions of teacher involvement in decision making. It was one of the materials used to disseminate information about the project. Another publication was the TIP descriptor which was used to further stimulate interest and provide an indepth overview of the project

Conference Attendance

Members of the Consortium attended three CTA sponsored conferences. At these conferences they presented an overview of the project, its philosophy, its purpose, and its effectiveness in SJUSD. The strategies for the involvement of teachers in decision making were presented in small group sessions. The discussion sessions provided specific information to participants. Their interest centered primarily around the voluntary nature of the program and the strategies developed to involve teachers. A list of people who desired further information was compiled.

Publicity

In February, the CTA Action featured one of the TIP schools as an example of effective teacher involvement (See Appendix H). This article led to further requests for information.

TRANSFERABILITY

In discussing the transferability of TIP, we must consider two factors:

1) those components of TIP which can easily be packaged and sent to other school districts anywhere in the United States; and
2) those components which cannot be packaged nor sent to other districts.

TIP has developed a model for teacher involvement. This model is not a panacea, but it is working in San Jose. The concept of the model itself is transferable. The mechanics of the model have a theoretical, philosophical base which can be transferred from one site to another. The skill training can be made available to teachers who are interested in this process. The training materials are relatively self-explanatory and can be easily replicated. Examples of these transferable components are: possible problem areas; the logistics of managing a workshop; suggestions regarding effective communication; and, suggestions for the identification and development of local building level leadership.

From the perspective of the Consortium there are two factors critical to the success of the project. These factors cannot be transferred but must be present. In San Jose, one of the factors has been the superintendent's positive philosophical views on decentralized decision making. This has created a climate in which teachers have not only had the opportunity, but have been encouraged to actively participate on a limited basis in decisions which directly effect their classrooms. The degree to which this decentralized decision making philosophy was implemented was entirely dependent upon the concurrence and cooperation of the building administrators and teachers. To begin the project it was necessary to have the acceptance and support of the superintendent and the local association.

A second element necessary for implementation of TIP was the identification and commitment of local teachers, who were recognized throughout the district as opinion leaders and who were sensitive to the political networks within the district. Unless these conditions exist it would be difficult to implement a project of this nature.

As previously noted in the maintenance section of this report, the Consortium through its association bargaining unit felt it was essential to negotiate a clause in the collective bargaining contract which permitted a self-governance system and its maintenance. From the perception of the Consortium, the above elements are essential in order to duplicate the process which occurred in San Jose.

In the final analysis, the effectiveness of this project will be shown by the extent to which it is maintained locally, and the degree to which the concept is supported by other districts and/or teacher organizations.

OBSERVATIONS AND RECOMMENDATIONS

In reflecting on the activities during the three year operation of this grant, the Consortium makes the following observations and recommendations:

- The original application for this grant was submitted because the proposed project staff viewed it as an excellent opportunity to test a process for involving teachers in decision making in SJUSD. Upon accepting the grant, it was understood that a limited number of schools would be eligible to participate under the NIE guidelines. A critical factor in the success of this project, however, was the "readiness" of a given faculty to participate in such an activity. It is our belief that there was little or no correlation between the "readiness" of a faculty to participate in decision making and the categorical aid guidelines. It is recommended that in the future, eligibility for projects of this nature not be based on categorical guidelines because the objectives of this type of project are not exclusive to such schools, but rather the objectives have potential value for the entire educational community.

- As we pointed out in the introduction, the federal government has spent billions of dollars to solve "pressing education problems". We contend that the search for solutions to educational problems must involve teachers. Therefore, we recommend that in the future more projects be funded which involve teachers directly in the development and management of federally funded programs. We also recommend that the federal government continue to solicit proposals from agencies other than those traditionally notified.

- Those who have not been involved in the management of a federal grant before may have little or no idea of the complexity of the procedures required. We recommend that a clear set of guidelines outlining efficient procedures for grant management be made available to laymen.

GLOSSARY

COLLABORATION: developing alternative strategies with little or no compromise of individual positions which are designed to produce agreement

CONSTITUENCY GROUPS: a group of individuals with common interests, who elect a representative to the school council

CTA ACTION: a newspaper published monthly during the school year by the California Teachers Association

CTA/IPD: Instruction and Professional Development Department of the California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010

DECENTRALIZED DECISION MAKING: the concept whereby decisions are made at the local school

DTA: Documentation and Technical Assistance in Urban Schools, Center for Educational Policy and Management, 1472 Kincaid, Eugene, Oregon 97401

GOVERNANCE STRUCTURE: an organization within the local school mutually agreed upon by the staff for the purpose of processing problems

MINI-WORKSHOP: a workshop designed to meet the specific needs of a small group

NIE: National Institute for Education, School Capacity for Local Problem Solving, 1201 16th St. N.W., Washington, D.C. 20208

PERMANENT MAINTENANCE STRUCTURE: the organization established under the auspices of SJTA with the agreement of SJUSD to continue the project activities and concepts

POLITICAL NETWORKS: the intersecting lines of communication dealing with the structure and affairs of all involved agencies

PRINCIPAL INVESTIGATOR/CONSORTIUM: the group of six SJUSD teachers who assumed responsibility for the management of the project during the third year

PROBLEM PROCESSING SYSTEM: a means determined by a local school staff to utilize their governance structure to make decisions

PROGRAM COORDINATOR: the person responsible to the principal investigator for the development and implementation of workshops

PROJECT COORDINATOR: the person responsible to the principal investigator for the management of the project

PROJECT STAFF: Phase I - principal investigator, fiscal officer, teacher consultants, and administrative assistant
Phase II - principal investigator, fiscal officer, project coordinator, program coordinator, teacher consultants, and project assistant
Phase III - Consortium, fiscal officer, and project assistant

RISK TAKERS: those people who are willing to participate in activities which they believe will lead to positive change in spite of possible negative reactions from their colleagues

SCHOOL COUNCILS: the self-governing body established by the local school staffs - various terms are used to designate this body; e.g., faculty council, staff council, faculty senate

SJTA: San Jose Teachers Association, 2476A Almaden Expressway, San Jose, California 95125

SJUSD: San Jose Unified School District, 1605 Park Ave., San Jose, California 95126

SRI: Stanford Research Institute, 333 Ravenswood Ave., Menlo Park, California 94025

TEACHER CONSULTANTS:	local teachers involved in the development and implementation, of the project programs
TIP:	Teacher Involvement Project
TRIBES:	an activity designed to build self-esteem in students

APPENDICES

APPENDIX A

TEACHER INVOLVEMENT: SOME ASSUMPTIONS[1]

Decentralized decision making and self-governance at the local school must involve teachers directly because it is right, relevant, and practical to do so. Teacher involvement is based on the following assumptions:

1. Change will be more productive, self-sustaining, and dynamic when teachers do things for themselves and the school rather than others doing things for and to teachers and the school.

2. Outsiders to a particular school cannot identify instructional decision making needs and potential solutions in the same sense as those who teach there can.

3. A public statement of decision needs by individual teachers is a primary element in the concensus process and later self-governance effectiveness.

4. Effective implementation of decision making processes increases to the degree that individuals are able to reach consensus on the priority of content areas in which they desire decision participation.

5. Teachers are willing to assume varying degrees of responsibility for decision making when they have commensurate authority. The degree of authority, responsibility, and involvement will vary depending on the content of the decision.

6. Teachers should feel they have control of their own training and resultant decision making strategies.

7. The individuals who initiate and install the decision making mechanism are selected by teachers; the individuals who activate the mechanism as School Faculty Council members should be elected by the teachers they represent.

8. The effectiveness of the decision making process increases with the degreee to which elected or selected individuals represent true constituencies rather than themselves as individuals or token role players.

9. Continual public feedback and modification to accommodate individual needs, opinions, and values increases the potential for effective decision making involvement.

10. The potential for collective success increases to the degree that the teachers association and its leadership make a financial, resource, or other observable commitment to the project goal.

[1]based on Magnus, A. & Building Involvement Steering Committee. El Rancho Education Association Building Level Involvement of Teachers in Decision Making. Los Angeles: California Teachers Association Instruction Center, February, 1974. © CTA

APPENDIX B: RECOMMENDATIONS TO TIP PROJECT BASED ON SRI PHASE II STAFF INTERVIEWS, July 15, 1976

During the months of February and March, 1976, a series of interviews were conducted by SRI staff at seven school participating in Phase II of the San Jose Teacher Involvement Project. As with interviews conducted in Phase I (1974-75), appointments for the interviews were coordinated through the TIP project with the direct assistance of teacher representatives (policy committee representatives) of each school interviewed. The content of the interview (the "interviews schedule") was based on issues and interests developed through the Phase I project evaluation, from input of the project staff, and from observations of Phase II developments and activities.

Altogether, interview input was obtained from 37 teachers and administrators. Responses in the form of opinions, interests and concerns of the respondents were edited, condensed and consolidated into building level "interview summary reports." These reports were prepared separately for faculty and administrator interviews, so as to protect privacy and confidentiality in the feedback and validation component. This component involved returning the summary forms to the respective faculty (or administrator) for review, comment and updating as appropriate. The cover letter accompanying this feedback provided a suspense date of June 30 for any revision. As of this writing (June 25) no such requests for revisions have been received. Consequently, this report of recommendations is based on our interpretation of original interview responses. If subsequently, we receive revision requests, we will update or amend this report as necessary.

RECOMMENDATIONS

Initial Workshops for new participants should be simplified in Format, Content and Duration.

Fairly consistent comments from "new" schools (i.e., Track II) regarded the amount and complexity of information presented in the first and second workshops. Although in our estimation these two workshops were considerably improved over Phase I, still the amount of "new" ideas, tasks, procedures etc. clearly overwhelms new participants, and tends to scare away some. We would suggest the workshop I and II be subdivided each into 2 shorter (1½ hour maximum) sessions, such that the start up activity training gets distributed over at least four training sessions. This way the participants can better digest each component and have a better paced and more consistently successful initial experience.

More Consumer Appeal should be Introduced in the Initial Workshops.

Another impression from the Track II schools (and from our observations of the workshops) is that the initial workshops should be more tightly managed and packaged, and need a stronger and more enthusiastic flavor. Some examples might be positive testimonials, spirited dialogue, some group processing, and related devices designed to develop a sense of trust, enthusiasm, and committment by the audience. As they now stand, they are considered lengthy and tedious to the newcomer. Our studies of other programs like TIP show they succeed largely on the basis of enthusiasm generated and maintained by the sponsors. Select your best spokesmen and use them for

these kick-off meetings. Reduce the amount of "factual and procedural detail" and concentrate on benefits, advantages, etc., and gradually work into the mechanics.

TIP should Increase its Efforts to Inform and Involve Administration.

Phase II of TIP witnessed a major increase in involvement and participation of school and district level administrators. Much of this increased involvement occurred shortly after the mid-point of this year's program. It is not at all clear why this happened. It certainly was significant and may have been the critical turning point in TIP continuation this and future years. At a minimum, this involvement needs to be acknowledged by the TIP staff. One practical acknowledgement might be in working through a procedure for better informing and involving building level administrators. Another alternative might be conducting administrator-specific briefings, or possibly sponsoring repeats of the principal-teacher meeting held last year by Dr. Knight.

The Mini-Grants Program Should be Streamlined.

The Mini-Grants program represents and ideal and ingenious incentive mechanism for TIP participation. Yet few teachers or schools have taken advantage of it. One reason seems to be lack of good understanding and appreciation of what this grants program represents. Few teachers realize how much is available for so little effort on their part. This related to the second reason for low utilization of Mini-Grant potential: grantsmanship. Too few faculty feel they have the skills necessary to put together an acceptable application, and they probably feel they don't have the time (or inclination) to learn on their own. Since the TIP staff currently have been completing all paperwork involved in Mini-Grant applications, it is apparent that technical assistance alone is insufficient to develop the desire utilization by the schools.

The Mini-Grant program represents a powerful tool and we would advise the project staff to adopt a solicitation approach to make better use of its potential. This would mean defining several grant categories, advertising them to schools, and negotiating details with interested faculties. Schools would receive funds pretty much on the basis of their interest and acceptance of grant terms. The leverage this offers is enormous.

This method would augment, rather than replace, the unsolicited method now being used (by unsolicited, we mean relying on the applicant to initiate the process, define and justify the grant topic, and negotiate terms with TIP). In other words, unsolicited applications would be encouraged and accepted, as well as solicited applications. With the latter, however, TIP can set the agenda and thus channel the activities and efforts to faculties in desired or useful directions.

Other Recommendations for Improving TIP

This year's emphasis on problem processing was good and well received, both by faculties and administrators. This shift away from TIP as a ready-made solution to school problems, towards a more realistic and productive orientation of TIP as a process for staff communication, problem recognition etc. has been recognized as beneficial by most faculty. Also, the elimination of "grievance procedures" from TIP agenda has solved a number of problems of TIP acceptability. Now would seem a good time to concentrate on the remaining wrinkles in TIP, such as:

- How a constitution and corresponding governance procedure can be made more enduring in light of inevitable administrative turnover. That is -- faculties scheduled for administrative change expressed considerable uncertainty (and some apprehension) regarding the extent to which their constitution would continue to apply. They would like to feel all is not lost with the changing of principals. Since we have no current precedents, much of this concern may or may not be realistic. Special attention (and perhaps some additional TIP assistance) should be offered the schools scheduled for administration changeover.

- To what extent does TIP overlap with, compete with, or represent an alternative to the forthcoming collective bargaining requirements. Many faculty understand (either correctly or incorrectly) that TIP represents CTAs mechanism for CB in San Jose. This image may tend to attract some participants, but because CB is a profound and volatile issue, it is more likely to trigger caution or "wait-and-see" responses. If possible, the implications of CB, SJTA, CTA and TIP should be spelled out clearly and completely, so that doubt or apprehension based on rumors or uncertainties can be assuaged.

- Related to this is the need for a stronger sense of ownership among participating schools. This year the faculties took major steps in translating TIP into a San Jose owned and operated program. However, many faculty still report their image of TIP is that of an Association sponsored activity, and to participate is to endorse NEA (over AFT). If possible, the project should be de-politicized, or at least made more apolitical.

- At the project operations level, some tensions were noted between the project leaders and the teacher consultants. Occasionally this seemed due to faulty internal communications or planning, which is normal to projects in transition stages wherein new or innovative methods are being tried. The consequences, however, still accrue at the school level, and mitigate against participant confidence and involvement. Efforts should be made to clarify and elaborate project management and operational roles and responsibilities in an effort to maintain clear and unified leadership at the project level.

Improvements in Evaluation Methods

Regarding the conduct of interviews by the evaluation component, several improvements should be attempted in forthcoming years. First, the evaluators should prepare the interview schedules and procedures earlier in the school year. These should be reviewed and approved by the appropriate agencies (e.g., the project staff and the Policy Committee) not later than by the Christmas recess. Thus actual building interviews can commence as early as January of the school year.

Second, the range of participating faculty with respect to their involvement in TIP should be increased, if at all possible. The goal is to get a cross-section view of the faculty opinions, experience, concerns and recommendations. Group interviews were tried out this year and worked reasonably well, but since the groups tended to be homogeneous with respect to TIP involvement, the desired spectrum of opinion on issues was probably not obtained. Future group interviews should still be homogeneous, but several groups, reflecting different positions viz TIP participation should be sampled.

Third, the number of interviews, or of respondents, should be increased. It is our opinion that interviews represent the richest and the most potent source of information on TIP. Except for the small schools, we feel that a minimum of 50% of the teachers from each school should be interviewed. This is not to suggest that every school be interviewed, but rather that more be learned about the schools being interviewed. Also, this is not meant to imply the year-end survey be dropped, but that possibly it be shortened in favor of more interviews.

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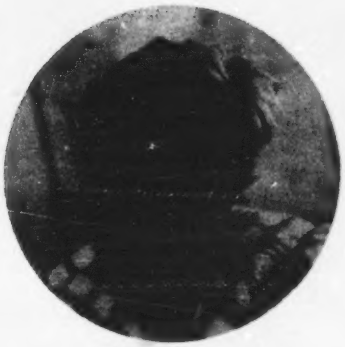
APPENDIX C - PROJECT STAFF



SUE ANDERSON

MARILEE ADAMS

ROGER EVANS

CONSORTIUM/ PRINCIPAL INVESTIGATOR

FLO DOOLITTLE

PHIL GEHMAN

LINDA FUNK

APPENDIX C - CONSORTIUM/PRINCIPAL INVESTIGATOR GUIDELINES

I. Consortium/Principal Investigator

The Consortium consists of six members who are teachers in San Jose Unified School District and have been intimately involved in the development and implementation of Phase I and II of this project. As principal investigator, the Consortium supervises the conduct of the project; designs the budget and authorizes expenditures; establishes standards of project work; authorizes employment of project personnel and evaluates their performance. The Consortium will provide the lines of communication, priorities, and delegation of responsibilities within the project. The Consortium will authorize the production of publications, mediated presentations, training strategies, and materials for the project.

II. Consortium Decision Processing

A. Meetings of the Consortium shall use the following agenda format:

1. Call to order
2. Approval of minutes
3. Recommendation/Information items
4. Action items

B. Levels of decision processing

1. Recommendation/Information items
   a. Such items may be placed on the agenda by any member.
   b. Upon the agreement of four members, any such item may be considered for action at that or a subsequent meeting.
   c. Recommendation/Information items may include, but not be limited to such matters as:
      1) School contacts and support services
      2) Liaison activities
      3) Internal management
      4) Sub-contract implementation
      5) Memos to schools and/or other agencies
      6) Monthly progress/fiscal reports
      7) Functional strategies
      8) Policy Committee timeline
      9) Policy Committee representative contacts

2. Action items
   a. Action items are those which require the authorization of the Consortium
   b. Authorization requires the agreement of at least five members of the Consortium

c. Action items may include, but not be limited to such matters as:
   1) Project timeline
   2) Budget and/or reallocation
   3) Personnel policies and selection
   4) External and internal consultant policies and selection
   5) Training workshop schedule
   6) Workshop content and process
   7) All publications
   8) Travel - external to district
   9) Advisory committee meetings
   10) Mailing lists and distribution
   11) Legal and accounting services
   12) Sub-contracts (after legal review)
   13) Dissemination expenses
   14) Participation of new Phase III schools
   15) Final report

III. Guidelines for Consortium Operation

A. Each function is coordinated by a specific person subject to the authority and decision of the consortium members.

B. Distribution of duties will be handled through a collaborative process.

C. In the event that one or two members are unable to participate in Consortium decision processing due to personal illness or family emergency the remaining members may authorize action. Such decisions will be reached by collaboration and require the unanimous agreement of those present. All such decisions will be communicated to the unavailable members by the Consortium as soon as possible.

D. If, for reasons of personal health or family considerations a member finds it mandatory to discontinue his Consortium responsibilities, the remaining members will restructure the Consortium in collaboration with the SJTA Board of Directors.

E. Collaboration is defined as developing alternative strategies with little or no compromise of individual positions which is designed to produce agreement. The restatement of the issue is then voted on.

F. If a decision cannot be reached by collaboration, the Consortium will request binding arbitration. (Suggested outside arbitrators: Jim Seibert, John Emrick, Robert Stahl, and Arlene Magnus.)

IV. Areas of responsibility

A. Chairperson: Roger Evans
   1. Liaison with NIE
   2. Internal management and coordination
   3. Monthly written summary to SJTA Board of Directors.

B. School support and school contact: Linda Funk
   1. Team A: Sue Anderson and Marilee Adams
   2. Team B: Roger Evans and Flo Doolittle

3. Team C: Phil Gehman and Linda Funk

C. Training and leadership programs: Flo Doolittle
   1. Workshop coordination
   2. Internal consultant liaison
   3. External consultant liaison

D. Fiscal management: Marilee Adams
   1. Monitor budget
   2. Report on monthly fiscal status
   3. Liaison with fiscal officer

E. External/Internal Public Relations: Phil Gehman
   1. External
      a. Local media
      b. Professional publications
   2. Internal
      a. SJTA VOICE
      b. TIP SHEET
   3. Dissemination
      a. Descriptive brochure
      b. Conferences
      c. Professional associations
      d. Other organizations

F. Liaison responsibilities: Sue Anderson
   1. SJTA/CTA/NEA: Flo Doolittle
   2. SRI: Linda Funk
   3. DTA: Marilee Adams
   4. SJUSD: Sue Anderson
   5. State and national legislators/State Department of Education: Phil Gehman

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APPENDIX C - POSITION DESCRIPTION: PROJECT ASSISTANT

Responsibilities of the Project Assistant

Reports to the Consortium Chairperson. Assists with the production, implementation, and coordination of all phases of the project such as workshops and training programs, information dissemination, documentation, monthly and final reports, filing and record keeping, and logistic arrangements. Works in a close collegial relationship with the Consortium, Fiscal Officer, local teacher consultants, evaluation team, and other project staff. Selects, supervises and evaluates temporary secretarial help. Maintains an effective working relationship with the San Jose Teachers Association, CTA Alameda office staff, San Jose Unified School District staff, and target school teacher leaders. Assists with the implementation of policies and procedures established by the Policy Committee and the Consortium. Designs and produces informational, publicity, and public relations materials for the project at the direction of the Consortium.

Typical functions of the Project Assistant

1. Office organization and filing.
2. Designing an information system between and among target schools and Consortium.
3. Arranging facilities, meals, and other logistic support for workshops and training sessions.
4. Accurate typing and setting up from rough draft for photo-ready duplication.
5. Responding to information requests from project participants, SJTA members, CTA staff, and others.
6. Coordinating and editing project reports.
7. Coordinating the preparation of all requisitions, billings, and monthly reports for the review and approval of the Fiscal Officer and Consortium.
8. Documenting Policy Committee, Consortium, and Advisory Panel meetings.
9. Coordinating mailings and mailing lists of project participants and staff.
10. Evaluating ongoing project operation and reporting observations to appropriate project staff.
11. Forwarding pertinent evaluation/documentation data to SRI and the Consortium.

Resources available

1. Temporary secretarial and clerical assistance as needed.
2. Work station and telephone.
3. Association duplication and copying facilities.

Qualifications

1. Familiarity with San Jose Unified School District or interest in learning about the district structure and geography.
2. Ability and experience with office machines.
3. Experience with billing and requisition procedures.
4. Office management skills.
5. Writing and editing skills.
6. Planning, implementation, coordination and general organization skills.
7. Public relations and telephone skills.
8. Group process sensitivity.
9. Flexible work schedule.
10. Transportation.
11. Experience working with educational projects related to decision making or organizational strategies.
12. Experience related to public education.
13. Interest in project goals.
14. Experience with working in a collegial team activity.
15. Experience with school district and teacher association operations.

Compensation

1. Sick leave, holidays, and work schedule will be determined by the the Consortium in collaboration with the SJTA Executive Director.
2. Local mileage.
3. Salary will be dependent upon experience, background, and performance.

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APPENDIX C - POSITION DESCRIPTION: FISCAL OFFICER

Responsibilities of the Fiscal Officer

In collaboration with the Consortium, the Fiscal Officer shall design the budget and authorize expenditures.

Typical functions of the Fiscal Officer

1. Secures outside accounting services needed to maintain adequate and appropriate fiscal records.
2. Authorizes all project expenditures.
3. Reviews and approves all fiscal reports.

APPENDIX D - SCHOOL INVOLVEMENT POLICY COMMITTEE GUIDELINES (PHASE III)

I. FUNCTIONS

The Consortium/Principal Investigator is responsible to NIE for the administration of the grant. The School Involvement Policy Committee shall fulfill the following functions in cooperation with the Consortium.

A. Set guidelines and approve procedures for coordination, assistance, and communication with School Involvement Teams and faculty councils by TIP personnel, SRI, and DTA.

B. Provide input and critique the design of the training program for School Involvement Teams and faculty councils.

C. Communicate on a regular basis with the association, district principals, and Superintendent of Schools.

D. Formally receive school constitutions and provide written acknowledgement thereof to the faculty councils.

E. Approve Phase III final report.

F. Approve the relationship and set guidelines for representation of various parent, community and district groups to the committee.

G. Direct and integrate TIP activities with existing district and association structures.

H. Provide input to the project staff on all phases of immediate and long-range activities.

I. Determine the structure of a permanent School Involvement Policy Committee to be maintained by the association and/or the school district.

J. Participate in leadership training sessions designed to provide strategies which members can utilize to improve their existing skills as opinion leaders with regard to teacher involvement in their schools.

II. MEETINGS AND AGENDA

A. Meetings are held on a regular basis, and are called by the Chairperson. The Chairperson and Vice-Chairperson are elected by the members of the committee. The agenda is prepared by the Consortium and Chairperson, but any member may place an item on the agenda by contacting the Chairperson or TIP Office. The meetings are open to any interested members of the San Jose Unified School District staff.

The School Involvement Policy Committee agenda will be:

I. Meeting called to order
II. Approval of Minutes
III. Reports - Information Items
IV. Action Items
    A. Recommendations
    B. Approval/Authorization

B. School Involvement Policy Committee meetings will not be more than 90 minutes in length. Committee meetings will follow Robert's Rules of Order.

C. School Involvement Policy Committee Minutes will follow the agenda format.

III. MEMBERSHIP

A. Voting members of the School Involvement Policy Committee are:

1. 1 teacher representative from each participating school as determined at the local level
2. 1 SJTA President
3. 1 elementary principal of a participating school as determined by the San Jose Administrators Association
4. 1 secondary principal of a participating school as determined by the San Jose Administrators Association
5. 1 district liaison administrator as determined by the superintendent
6. 1 People Working for Schools representative as determined by PW4S
7. 1 CTA-IPD representative
8. 1 District Advisory Committee representative as determined by DAC
9. 1 Parent Teachers Association representative as determined by PTA District Council

B. Non-voting members are:

1. TIP Staff

C. Guests

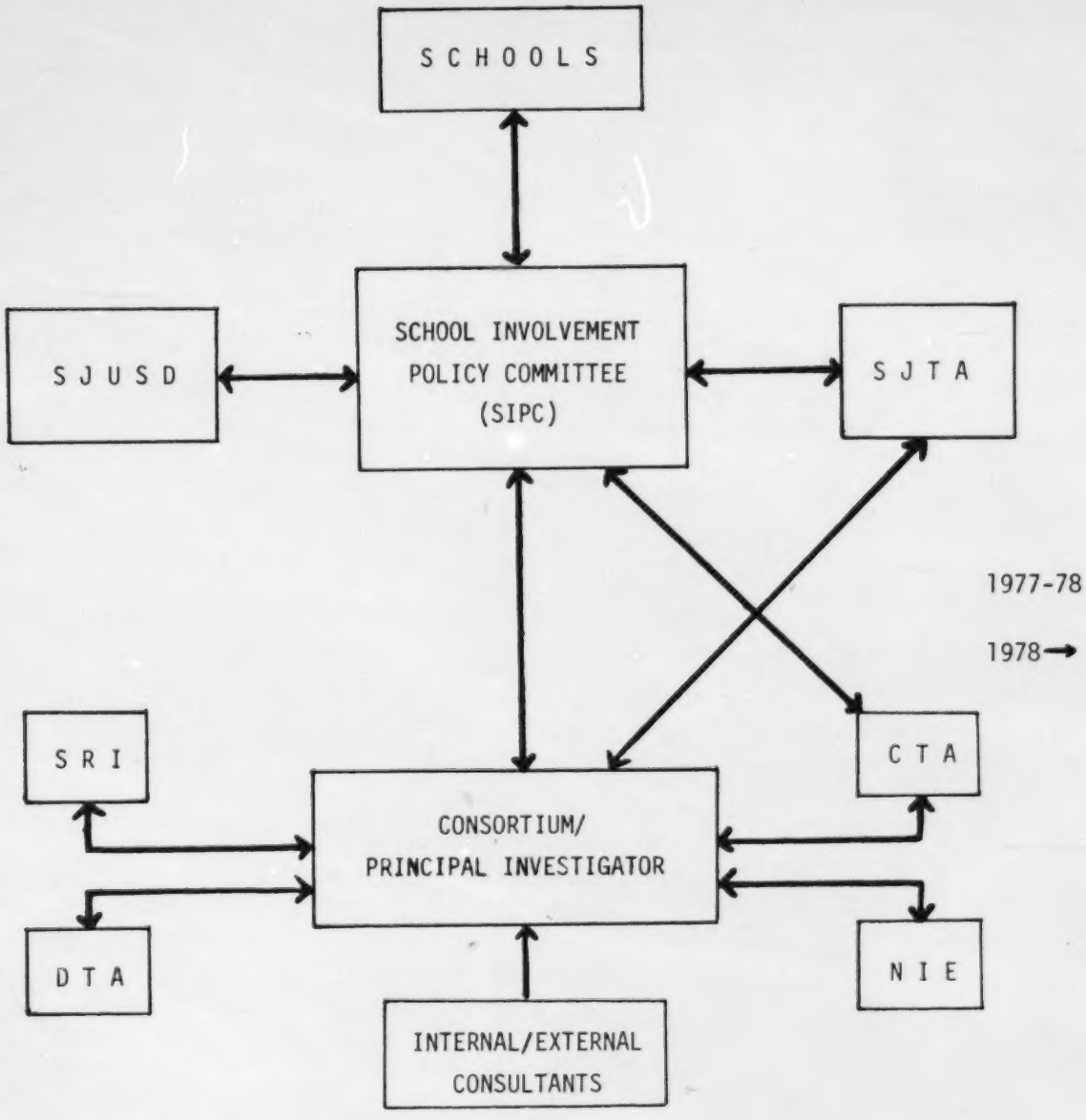
1. Stanford Research Institute (SRI)
2. Documentation and Technical Assistance (DTA)

D. A quorum shall consist of at least 6 voting members. At all times a majority of those voting members present must be teacher representatives.

E. The chairperson shall be a teacher representative.

APPENDIX E

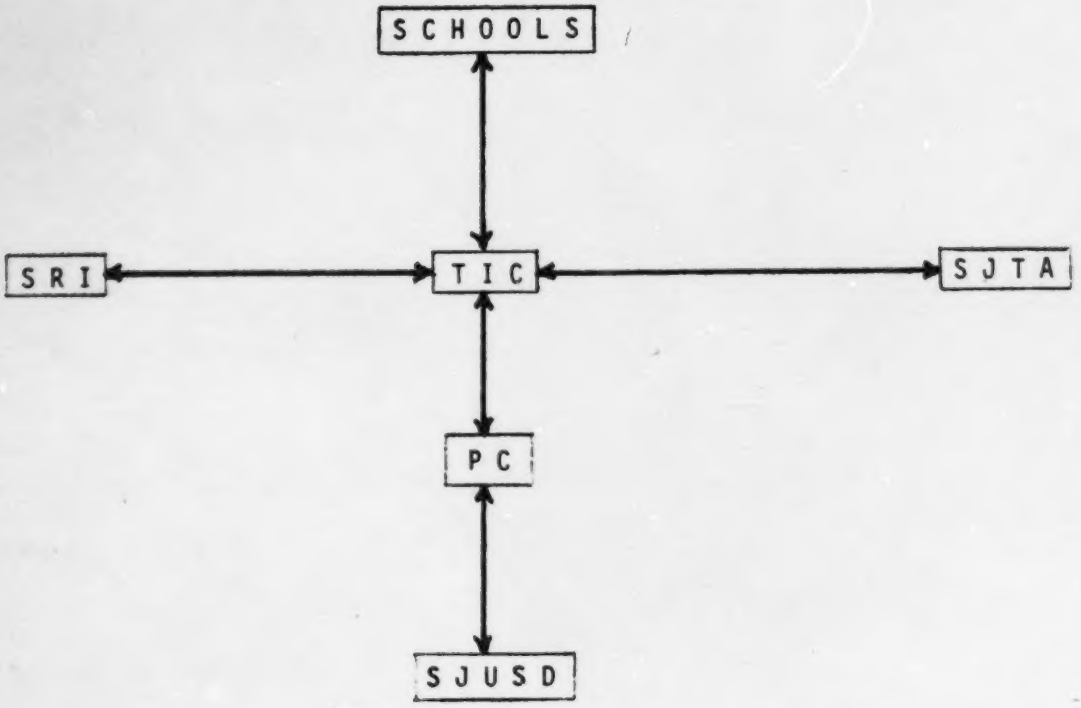
PHASE III ORGANIZATIONAL CHART



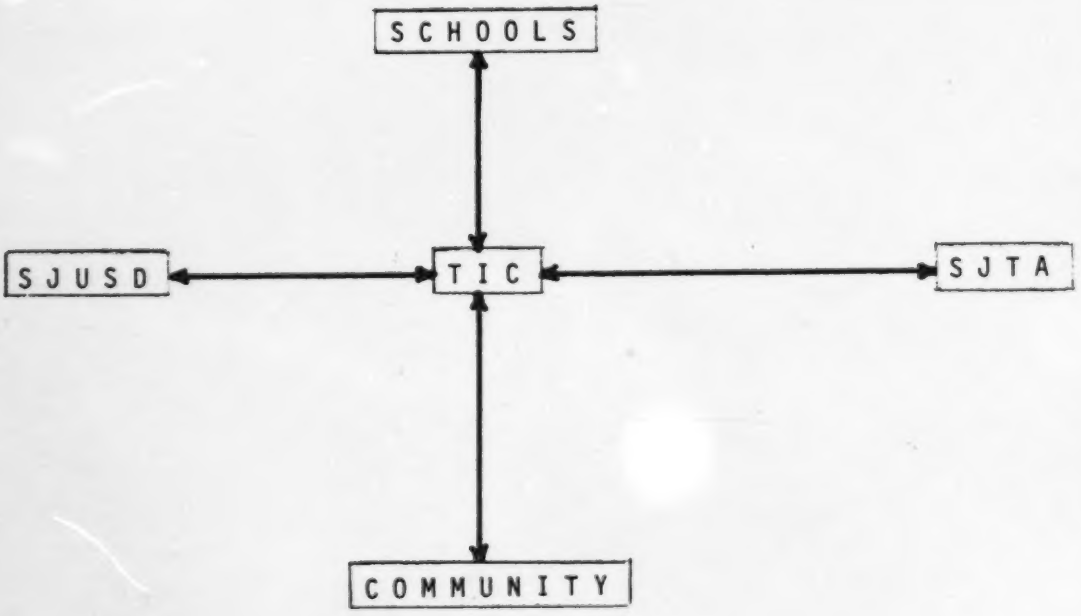
SJUSD = San Jose Unified School District
SJTA = San Jose Teachers Association
SRI = Stanford Research Institute
CTA = California Teachers Association
DTA = Documentation & Technical Assist.
NIE = National Institute of Education

TIP 7/20/76

ORGANIZATIONAL CHART 1977-78



ORGANIZATIONAL CHART 1978-79



APPENDIX F

TIP/3/76

APPENDIX G

TEACHER INVOLVEMENT PROJECT

METROPOLITAN ADULT EDUCATION
1671 Park Avenue / San Jose, California 95126 / (408) 293-0326, 998-6033

TO: School Involvement Teams and Faculty Council Members

DATE: January 27, 1976

FROM: Dr. Arlene Magnus
Principal Investigator

RE: TIP Mini-Grants to Project Schools

TEACHER INVOLVEMENT MEANS....having a continued, defined opportunity to use professional judgment in influencing and improving the school's instructional delivery system to students.

Teacher involvement in the broadest sense is an aggressive professionalism which works toward enabling each school staff person to have an appropriate role in the decision which affects their work with students.

Much has been said about teacher involvement. TIP is doing something about teacher involvement by funding the results of teacher decision making so that problems can be solved and needs can be met.

We have lots of ideas for mini-grants, but we think your ideas are the best ones. You are closest to student and school needs. When you, as a School Involvement Team or Faculty Council, have identified a possible project you are encouraged to confer with your principal regarding your proposal.

What should you do next?

Please read the enclosed mini-grant guidelines.

If you think your school will be interested, complete and return the enclosed form to the TIP office. This will give the Policy Committee an idea of the number of proposals expected and how the money may be distributed among the schools.

cc: Dr. John Emrick
Dr. Knight
PAC, San Jose High
School Principals
Robert Stahl

transcribed in Dr. Magnus' absence/jsp

SAN JOSE TEACHER INVOLVEMENT PROJECT

CRITERIA FOR MINI-GRANTS

A. School Eligibility for Mini-Grants

Schools may apply for mini-grants if they...

1. meet NIE criteria for project participation (list attached)
2. have an operational representative governance structure
3. have a constitution or by-laws partially or fully developed which have been ratified by school staff

Project schools may collaborate with other schools in reciprocal or exchange programs which will benefit the project school.

B. Funding Criteria

Proposals from school governance bodies may be funded to support the solution of an instructional decision or to sustain or carry forward educational program outcomes which have been processed through the governance structure and its decision mechanisms.

Mini-grants must be compatible with NIE guidelines and the TIP goals and objectives.* Proposals should include the following information:

1. Need - Description, data, and documentation on the need (e.g., needs assessment, council minutes, etc.)
2. Purpose and Plan - Description of the proposal plan and the solution to be funded
3. Outcome - Anticipated outcome/benefit to staff, students, and/or community
4. Implementation - Names of individuals responsible for implementing the mini-grant at local school
5. Evaluation - Person(s) responsible for reporting to the Policy Committee and TIP project staff the outcome of mini-grant project
6. Budget - Amount of funding requested and purposes for which funds will be expended. Name person responsible for distribution of funds

**Funds may not be expended for purchase of individual items over $100.00, payment of personal salaries, alchoholic beverages, frivilous travel, entertainment unrelated to educational purposes.*

C. Availability of Funds

From $100-$500 will be available per proposal depending on the number of applications and the nature of the mini-grant proposals submitted to the TIP Policy Committee.

Proposals must be submitted by March 12, 1976 for implementation prior to June 1, 1976.

A school may submit more than one mini-grant proposal. Funds for succeeding grants will be distributed after the first grant has been implemented.

Priority for funding will be based on:

1. Definition of need

2. Degree to which teachers and their representative governance structures were involved in defining the problem or project

3. Degree to which mini-grant will benefit or serve a school problem or support teacher decision making, teacher effectiveness, student-teacher relationships, student growth, etc. (see TIP "Possible Areas for Teacher Involvement in Decision Making")

TIP:
1-26-76

MINI-GRANT PROPOSAL

INTENT TO SUBMIT

_____Yes! We are interested in seeing our ideas put into action, and we will have our first written proposal submitted by March 12th.

_____Maybe. We believe in Teacher Involvement but may not have time to submit a proposal prior to March 12th.

Title or description of first mini-grant proposal:

_____

_____

Estimated cost:_____

Titles or names of future mini-grant proposals:

_____

_____

_____

_____

Estimated cost of future proposals:_____

Total estimated cost of all proposals:_____

Submitted by:_____(Name)

_____(Council or Team Position)

_____(School)

_____(Mailing address)

Return this form IMMEDIATELY to:

TIP Office, MAEP
1671 Park Ave.
San Jose, Ca., 95126

MINI-GRANT APPLICATION
TO
SAN JOSE TEACHER INVOLVEMENT PROJECT

Your school is eligible if you meet the following:	YES	NO
NIE SCHOOL(S).....	___	___
or		
NIE SCHOOL(S) IN COOPERATION WITH SJTA SCHOOL(S).....	___	___
and		
OPERATIONAL GOVERNANCE STRUCTURE.....	___	___
or		
CONSTITUTION PARTIALLY OR FULLY DEVELOPED.....	___	___

TITLE _____

_____

SCHOOL(S) *REPRESENTATIVE(S)*

SUBMITTED BY: _____

_____

_____

PURPOSE: _____

_____

PLAN: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Continue any section on back as needed....

EXPECTED RESULTS:_____

_____

_____

_____

METHOD OF EVALUATION:_____

_____

_____

_____

BUDGET:

TOTAL:_____

SCHOOL(S) *REPRESENTATIVE(S)*

SIGNED_____

_____

DATE:_____

Policy Committee action: approved____ Date:_____

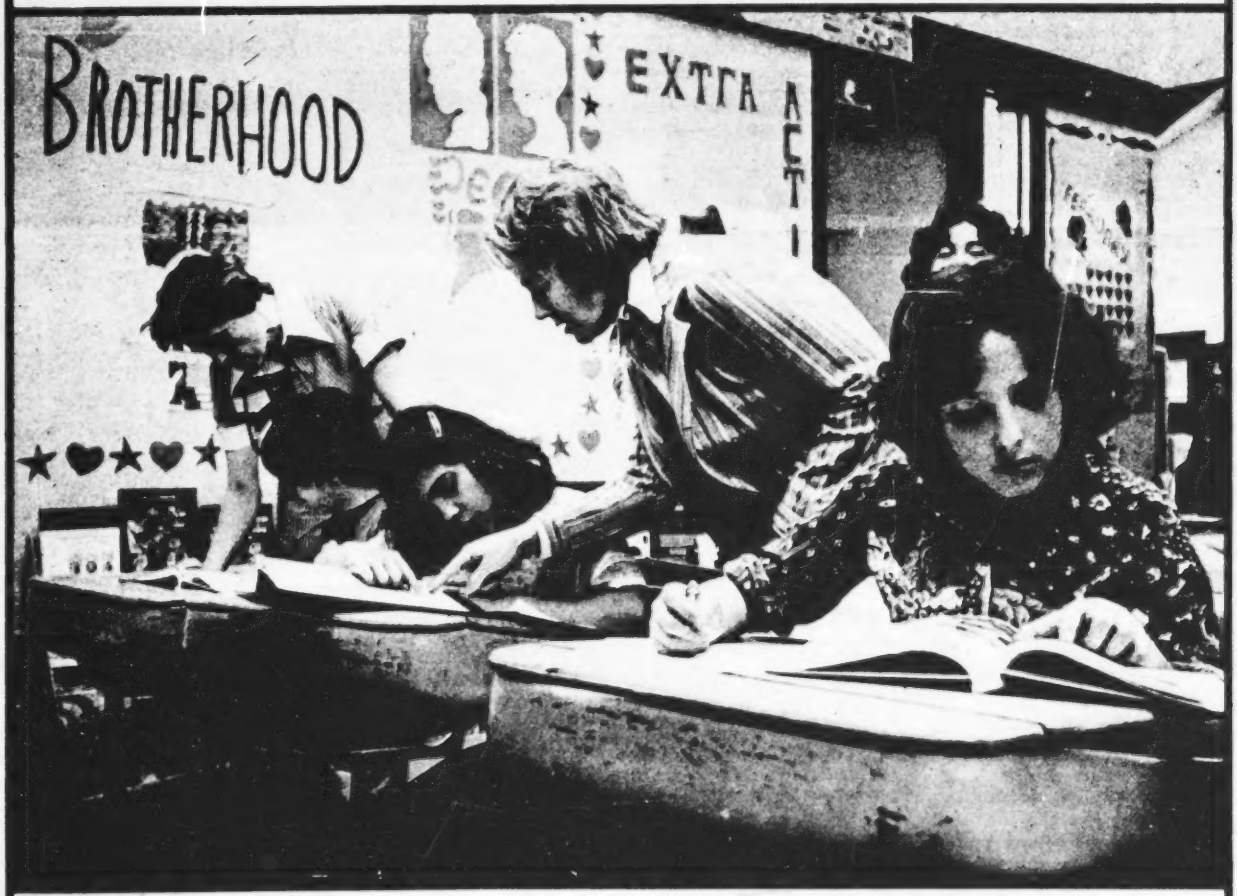
not approved____

If approved, fund distribution will be arranged.
If not approved, a letter detailing the reasons is attached.

CTA NEA ACTION

California Teachers Association/National Education Association Burlingame California Vol. 15, No. 9 Feb. 18, 1977

Decision Making By Teachers . . .



. . . Excellent Morale — Greater Classroom Effectiveness . . .

(see p. 5)

Teacher Decision Making Lauded

When teachers are involved in decision making something really good happens — schools become more effective and students benefit.

Berta Landwehr believes this as do other teachers at Anne Darling School, San Jose, where the Teacher Involvement Project (TIP) is providing an opportunity to develop their own process for instructional decision making.

"Teacher enthusiasm, higher morale, better faculty rapport, and more cohesiveness" are other teacher endorsed products of TIP which is funded through the federal funded National Institute of Education grant in cooperation with the San Jose Teachers Association and CTA. Several schools other than Anne Darling are involved in TIP.

Participating schools design their own governing structure to meet unique needs and draft constitutions which outline how decision can be rendered, with what effect and recourse.

A recent critique with participating TIP teachers at Anne Darling School, where Spanish, Portuguese and English is taught, emphasized that students as well as teachers in San Jose benefit from building-level decision making by teachers.

Students obviously benefit when teachers feel good about themselves and are making decisions affecting the classroom.

The San Jose District provides a half-day of visitation time for teachers. The faculty council applied for, and received, a TIP minigrant to buy an additional day of substitute time for each teacher. Each pod decided how to use this released time.

The Portuguese bilingual teachers planned a continuum of skills for their program.

Some pods shared ideas from their visitations, brainstormed, and developed new classroom strategies.

"We spent an entire day . . . got really involved in exciting ideas . . . enrichment . . . and good concrete innovative fresh ways of doing things," Mona Dawer said. "It was wonderful to have time to sit down and share ideas," Marian Siebert added.

"Every pod worked way beyond their teaching day, some way into the evening. That's how valuable they felt this opportunity was," Berta said. "Our use of the minigrant is one of the most productive things we've done."

The planning day has produced visible changes in the classroom — a motor-perception program, peer reading and cross-age tutoring, a monthly multicultural theme, and a 15-minute daily "quiet reading time" throughout the school.

FACULTY AT ANNE DARLING SCHOOL describes excellent morale and rapport to Bob Stahl left to right, Berta Landwehr, Principal Phil Ludi, Marian Siebert, Mona Dawer and Linda Funk of Grant School. Ludi reports that before TIP, his office made decisions and dissension resulted. Now he spends time implementing teacher decisions.

Most importantly, however, teachers are passing on to students the decision-making skills they have been learning.

"The biggest responsibility we have to our students is to teach them how to make decisions," Mona said. "The process is hard, but it has to be passed down."

Anne Darling teachers view their constitution as a "structure for problem solving" that has given them a much larger stake in their school program. "TIP has done nice things for this school in a unifying manner," they conclude.

Information about TIP and samples of building constitutions can be obtained by writing to TIP c/o San Jose Teachers Association, 2476A Almaden Expressway, San Jose 95125. Phone (408) 267-0565.

REFERENCES

1 Stahl, Robert E. Instructional Advocacy Beginning Thoughts and Application. Burlingame, Ca., CTA Instruction Center, File #10, 1974, p. 1.

2 Tucker, Marc S. Program Plan, May 1975, School Capacity for Problem Solving, Department of Health, Education, and Welfare, National Institute of Education, Washington, D.C., 1975, p. 1.

3 Progress Report and Request for Funding, San Jose Teacher Involvement Project, June 30, 1975.

4 Progress Report and Request for Funding, San Jose Teacher Involvement Project. July 30, 1976.

5 Emrick, J.A., & Peterson, S.M. Evaluation of Phase I of the San Jose Teacher Involvement Project. Menlo Park, Ca.: Stanford Research Institute, 1975.

6 Emrick, J.A., & Peterson, S.M. Evaluation of Phase II of the San Jose Teacher Involvement Project. Menlo Park, Ca.; Stanford Research Institute, 1976.